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ABSTRACT

GRADES OR AGES: Third grade. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This illustrated guide is divided into five "strands" or topics and a bibliography. The strands are as follows: Physical Health (including dental health); Sociological Problems (including drug and alcohol education); Mental Health; Environmental and Community Health; and Education for Survival (first aid and safety measures). Each strand lists important concepts, discussion highlights, suggested activities, and resources. OBJECTIVES AND ACTIVITIES: Activities are listed for each strand. In this guide there is emphasis on visits from doctors and dentists, discussions of dental health and disease prevention, and projects in consumer education. INSTRUCTIONAL MATERIALS: Materials are listed under the heading "Resources" for each strand and in the bibliography. STUDENT ASSESSMENT: No provision provided. OPTIONS: None given. (JA)

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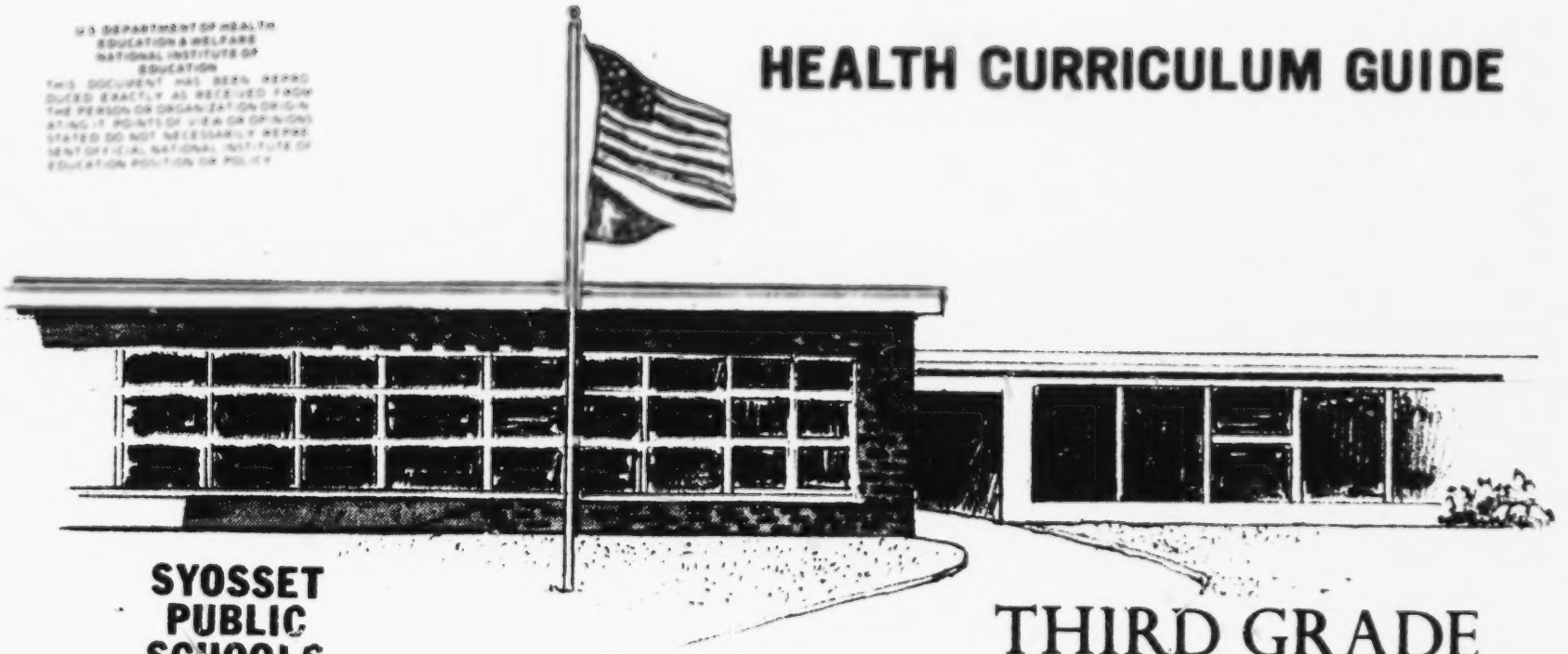
HEALTH CURRICULUM GUIDE



SYOSSET
PUBLIC
SCHOOLS

THIRD GRADE

OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS	MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL
Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Smoking Drugs and Alcohol	Personality Development Sexuality Family Life Education	Environmental and Public Health World Health Consumer Health	Safety First-Aid and Survival Education

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PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.

METS

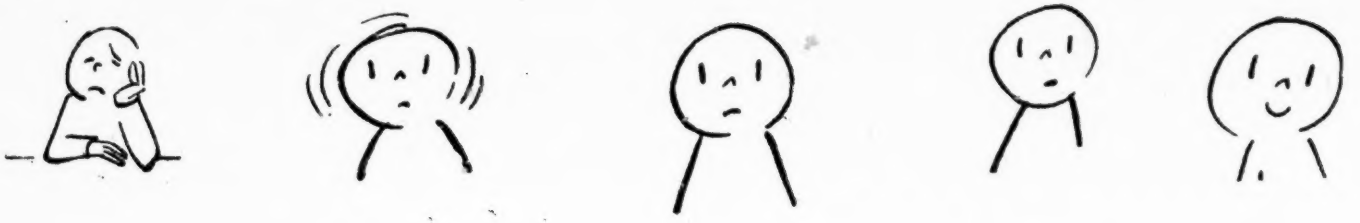
HEALTH STATUS

CONCEPT: TO UNDERSTAND THAT THE CONDITION OF OUR HEALTH AFFECTS OUR DAILY LIVING.

Discussion Highlights	Activities	Resources
How do we look, feel and act when we are - tired cold warm hungry have a cold have a stomachache	Make faces and mount them on sticks. Play the game - "What kind of face is this?" If the face is not a happy face try to guess what may be wrong. Arrange for an informal opening hour and allow a free flow of conversation wherein the children can express the way they feel that day. Encourage the students to explore the reasons they may feel the way they do, i.e., number of hours of sleep, adequate preparation time for school, type of breakfast.	Gilbert, Miriam Karen gets a fever. Weber, Alfons Elizabeth gets well.

Elicit from the children some common illnesses and injuries resulting from accidents. Have them ascertain how these may limit our daily activities.

cold
upset stomach
earache
broken arm
broken leg
laryngitis
eye infection



NUTRITION

CONCEPT: TO UNDERSTAND THAT WE HAVE A WIDE CHOICE OF FOODS TO SATISFY OUR BODY NEEDS.

Discussion Highlights	Activities	Resources
There are many different combinations of foods that supply our body with all the necessary nutrients.	Look at a school lunch menu and note the variety of foods that meet the necessary standards. The school lunch must contain food substances from each of the basic four groups. If a school does not have a cafeteria, copies of the lunch menus can be obtained from the cafeteria director.	Transparency TR 134 Basic food groups.
How much of a choice does a third grade student have in the selection of the foods he eats? Consider some of these factors: 1. Who prepares the food? 2. What types of food are available (seasonal, regional, etc.) 3. How much time can be spent in the preparation of the food?	Have the students plan and help prepare a day's menu with their mother. The menu should include their favorite foods and at the same time meet the recommended requirements from the basic four food groups.	Craig, Hazel Secrets to share. Picture - Available in all school libraries. What we do day by day. Study Print 5

Have a Bread Tasting Party. The children can bring in various types of bread and note the variety of choice and ingredients, i.e., white, rye, raisin, whole wheat, date, banana, muffins, Irish soda, Italian sticks.

As an art project, make paper mache fruits and vegetables for a bowl or display.

MILK GROUP

VEGETABLES AND FRUITS

BREADS AND CEREALS

MEAT GROUP

SENSORY PERCEPTION

CONCEPT: TO UNDERSTAND THE GENERAL FUNCTION, STRUCTURE AND CARE OF THE SENSES.

Discussion Highlights	Activities	Resources
What is the proper way to care for our eyes and ears? 1. How do we cleanse our eyes and ears? 2. What safety precautions can be taken to avoid dangers from foreign bodies, flying missiles, noise pollution, improper lighting, etc.?	Invite the nurse-teacher to the class to discuss eye care and safety.	Adler, Irving Your ears. Branley, Franklyn High sounds, low sounds. Picture - Available in all school libraries. What we do day by day. Study Print 11
	Arrange for a visit from an eye or ear doctor. Arrange for a field trip to the office of an eye or ear doctor. Have the students make eye glass cases for their parents or grandparents. Point out the proper care of glasses.	Filmstrips FS 1305 Learning about our eyes. With record/cassette. FS 1304 Learning about our ears. With record/cassette. FS 1326 The paper clip. With cassette. FS 967 The ears.

FS 1010 You and your ears.
FS 1011 You and your eyes.
FS 1008 How our eyes see.

Wolff, Angelika
Mom! I need glasses.

CORRELATE THIS UNIT WITH SCIENCE UNIT ON SENSES.

DENTAL HEALTH

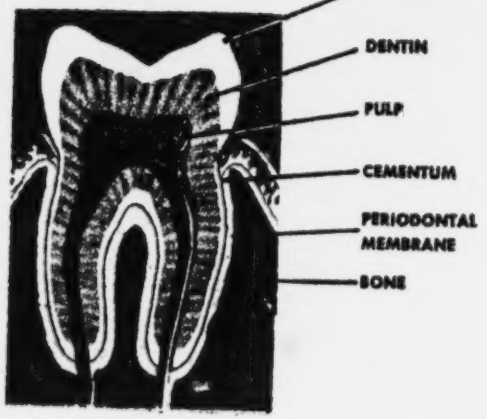
CONCEPT: TO UNDERSTAND THAT REGULAR DENTAL SUPERVISION HELPS CONTROL DENTAL DISORDERS.

Discussion Highlights	Activities	Resources
What is the role of the dentist in the treatment of dental carries (dental decay)?	Obtain X-rays from a dentist so that students may see the effects of decay. Have the students make dioramas of a dentist's office. Have the students make models of teeth from soap or clay.	Schloat, Warren G. Your wonderful teeth.
How do we select and care for a toothbrush?	Take a class survey of the various types of toothbrushes used. i.e., electric, manual, hard, soft, etc.... Discuss the merits of each type.	Picture - Available in all school libraries. What we do day by day. Study Print 3
What are some of the adverse effects of chewing gum, lollipops,	Make a list of toothbrushing foods, i.e., apples, celery, raw carrots, etc....	

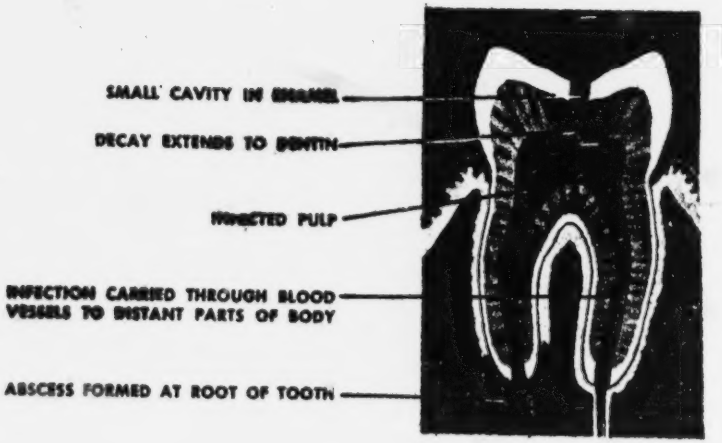
What are some of the precautions we can take to protect our teeth from injury?
Include:
- avoid biting into hard objects
- use adequate protection in contact sports
- never put hard or sharp objects in our mouth

Invite the physical education teacher to discuss the use of face guards, bite plates and other protective devices used in sports.

A NORMAL TOOTH



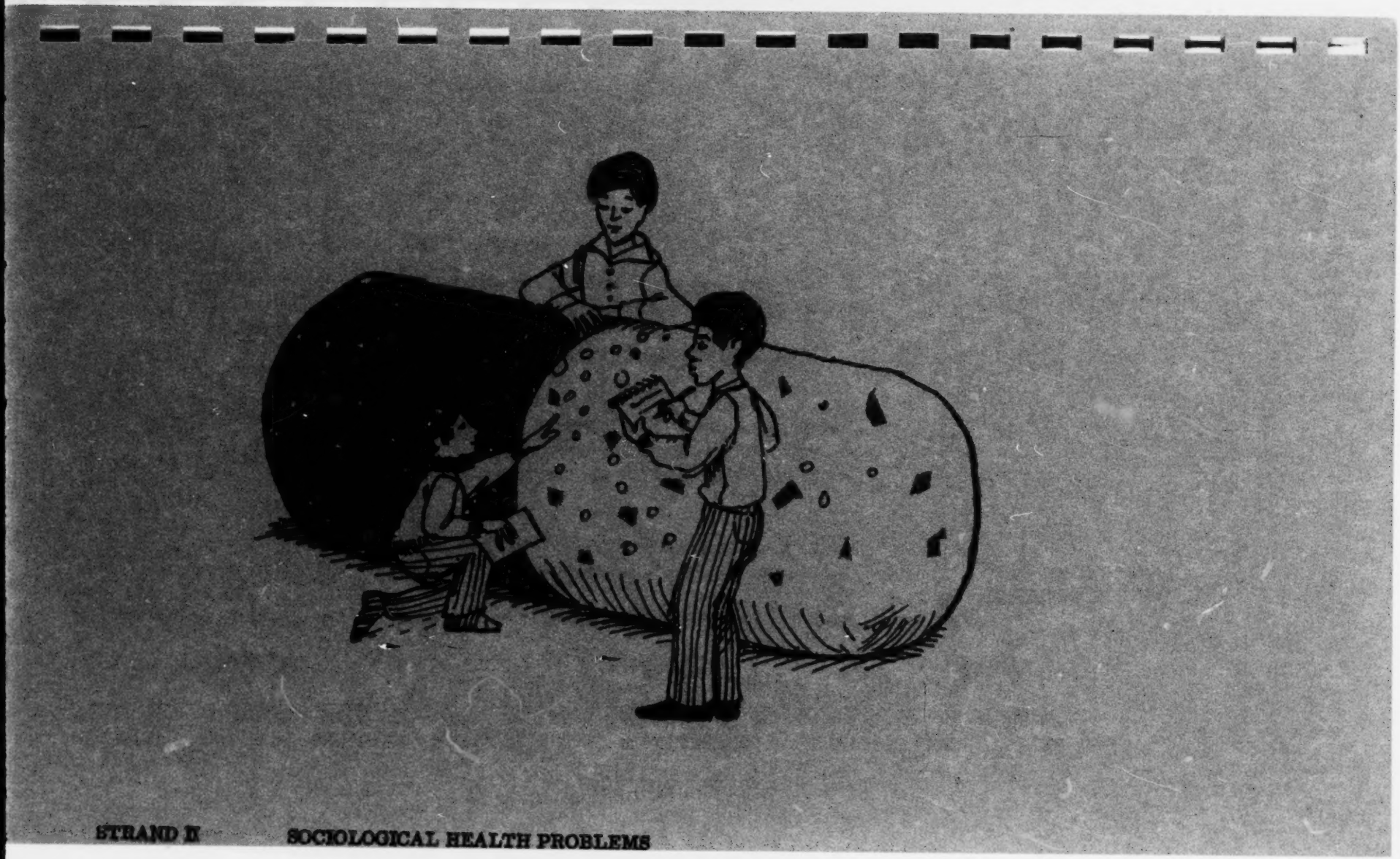
A DECAYED TOOTH


SMALL CAVITY IN ENAMEL
DECAY EXTENDS TO DENTIN
INFECTED PULP
INFECTION CARRIED THROUGH BLOOD VESSELS TO DISTANT PARTS OF BODY
ABSCESS FORMED AT ROOT OF TOOTH

DISEASE PREVENTION AND CONTROL

CONCEPT: TO UNDERSTAND THAT THERE ARE MANY WAYS TO CONTROL THE SPREAD OF DISEASE.

Discussion Highlights	Activities	Resources
What are some of the things that we come in contact with daily which can spread disease? Include: improperly washed dishes tissues coins water faucets (if improperly used) unwashed hands droplets from coughs or sneezes	Have the students clean out their desks and properly dispose of unwanted or used items. Wash off the desk tops. Make a collage or exhibit of the many used items which can be used for effective cleaning, i.e., soap, detergent, ammonia. Have the students demonstrate the proper technique in dishwashing with stress on the use of a detergent, hot water and careful rinsing. Distribute to each child a paper with a penny taped on the top. Have the child write a story about the many places the penny may have been.	Leaf, Munro Health can be fun.

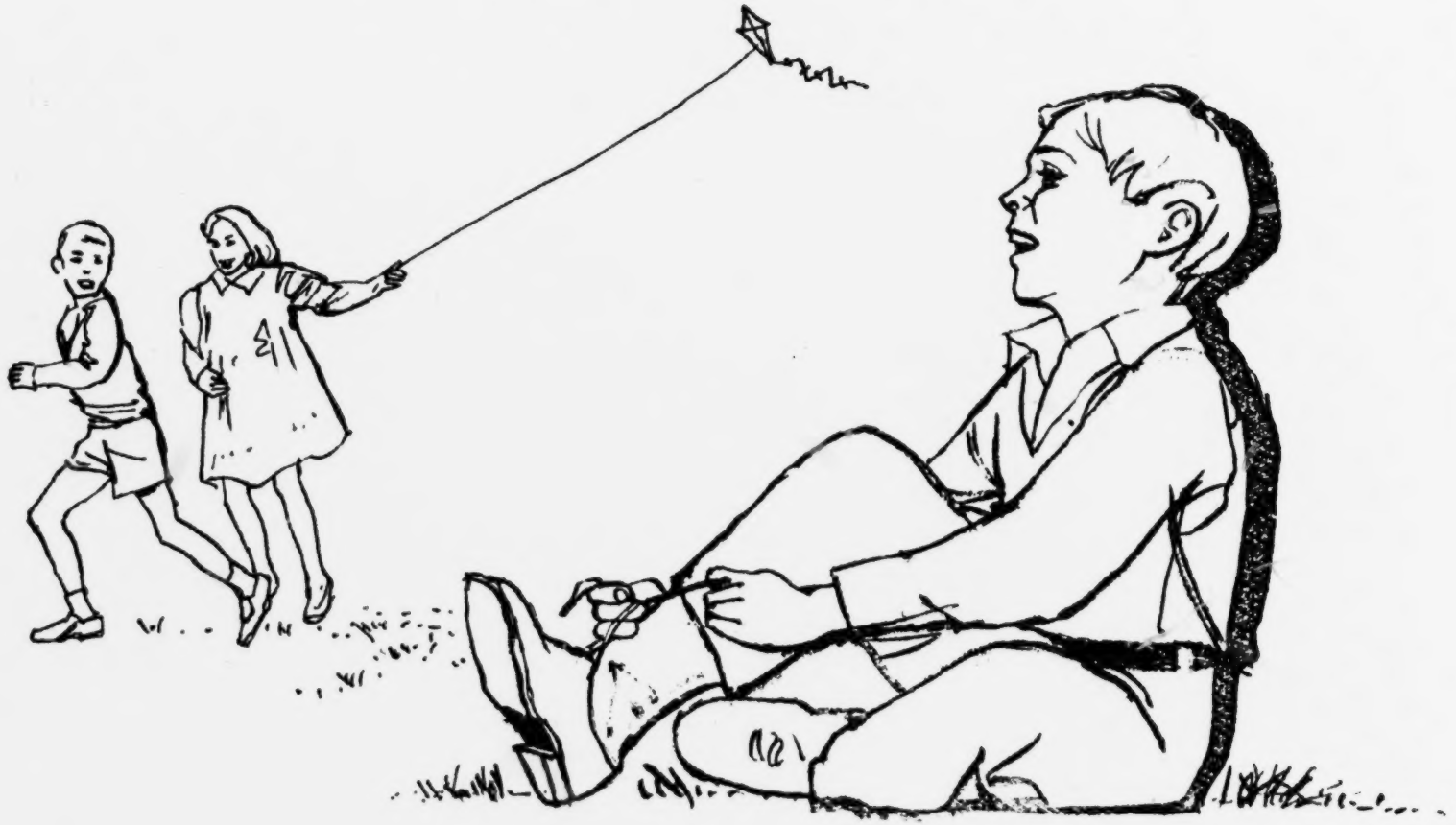


DRUG EDUCATION

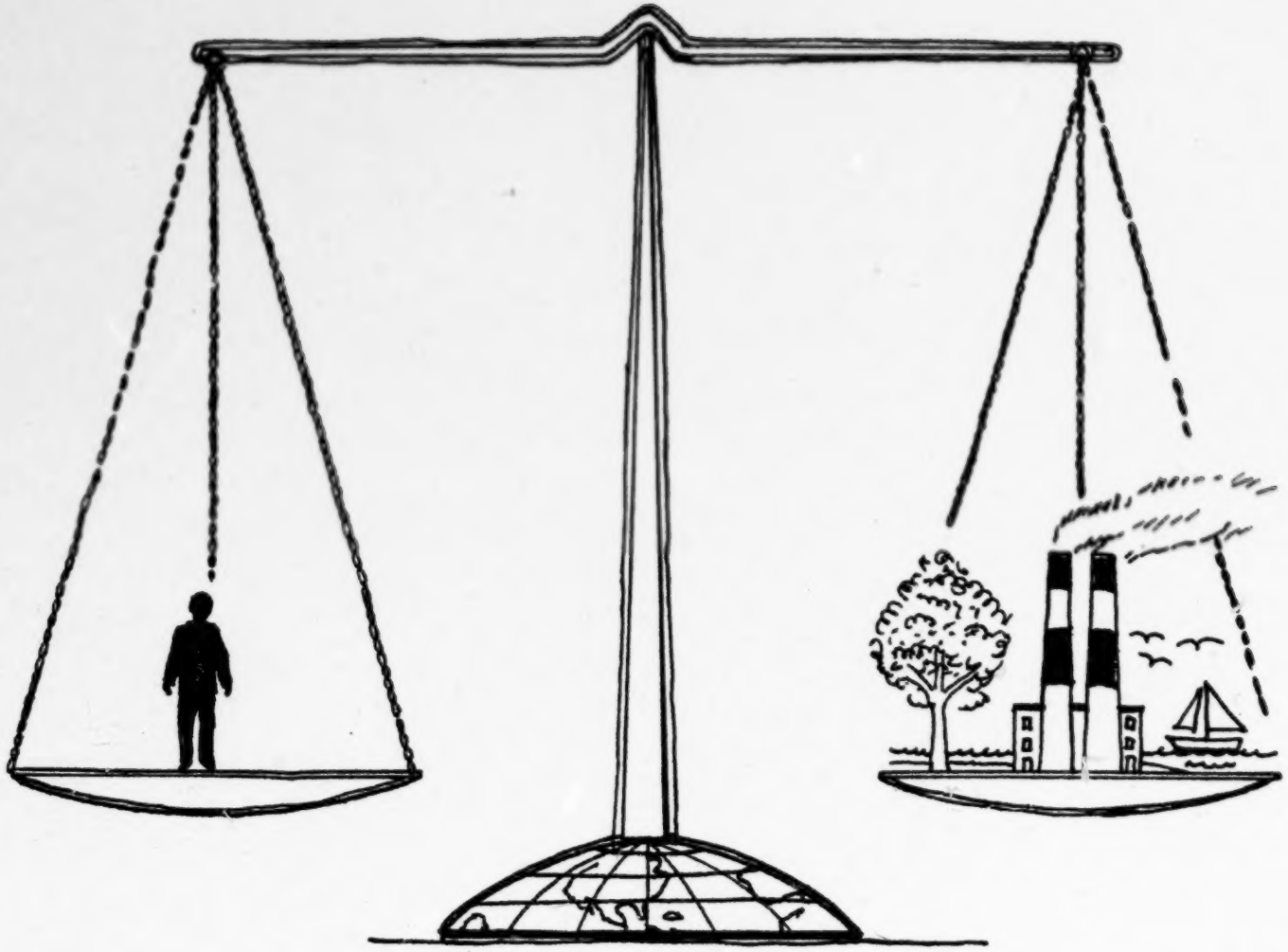
CONCEPT: TO UNDERSTAND THE IMPORTANCE OF ESTABLISHING POSITIVE FEELINGS TOWARD THE USEFUL PURPOSES DRUGS SERVE IN MAINTAINING HEALTH AND CURING DISEASE.

Discussion Highlights	Activities	Resources
How do drugs help people get well if they are ill?	See how many useful drugs children can name. Invite the nurse-teacher to discuss the difference between prescription and non-prescription drugs. Have the children obtain from their parents or the nurse-teacher a record of the immunizations which they have had. Make a list of the childhood diseases. Have the children determine the following: diseases they have had diseases they have been immunized against diseases they could possibly contract	Filmstrip FS 1202 Drugs can be dangerous. With record/cassette.

CORRELATE WITH UNIT ON CONSUMER HEALTH.



SEE FAMILY LIFE CURRICULUM GUIDE



ENVIRONMENTAL AND PUBLIC HEALTH

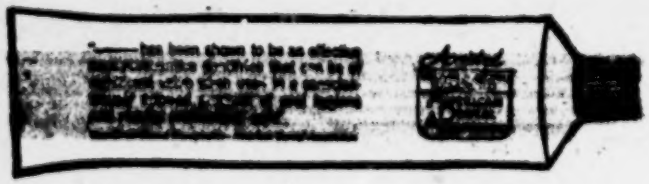
CONCEPT: TO UNDERSTAND THAT THERE ARE MANY FACTORS WHICH AFFECT OUR ENVIRONMENT.

Discussion Highlights	Activities	Resources
What are some of the factors which contribute to a healthful school environment in relation to: lighting heating ventilation accoustics noise level	Take a tour of the school and observe all the environmental factors. Have the children keep a record of the classroom temperature at different times of the day for a period of two weeks. Discuss the results in relation to the time of day the temperature was recorded, the weather and the outside temperature. Use a decible meter to measure and record the noise levels in different areas of the school plant at different times of the day. (This instrument can be obtained from the I.M.C.)	Decible meter

CONSUMER HEALTH

CONCEPT: TO UNDERSTAND THAT A DISCRIMINATING CONSUMER MAKES WISE CHOICES AMONG THE MANY VARIETIES OF GOODS AND SERVICES THAT ARE AVAILABLE.

Discussion Highlights	Activities	Resources
Elicit from the students the variety of health services and personnel that are available in the community, i.e., Medical Doctor Dentist Hospital X-ray Technician Ambulance Service Public Health Nurse	Have the students make a display or bulletin board depicting a variety of health careers.	Film F 455 The people shop. Rowland, Florence Let's go to the hospital.
What information can be obtained from a label?	Bring in labels from health products and compare. Note: content recommended method of storage expiration date precautions method of disposal	



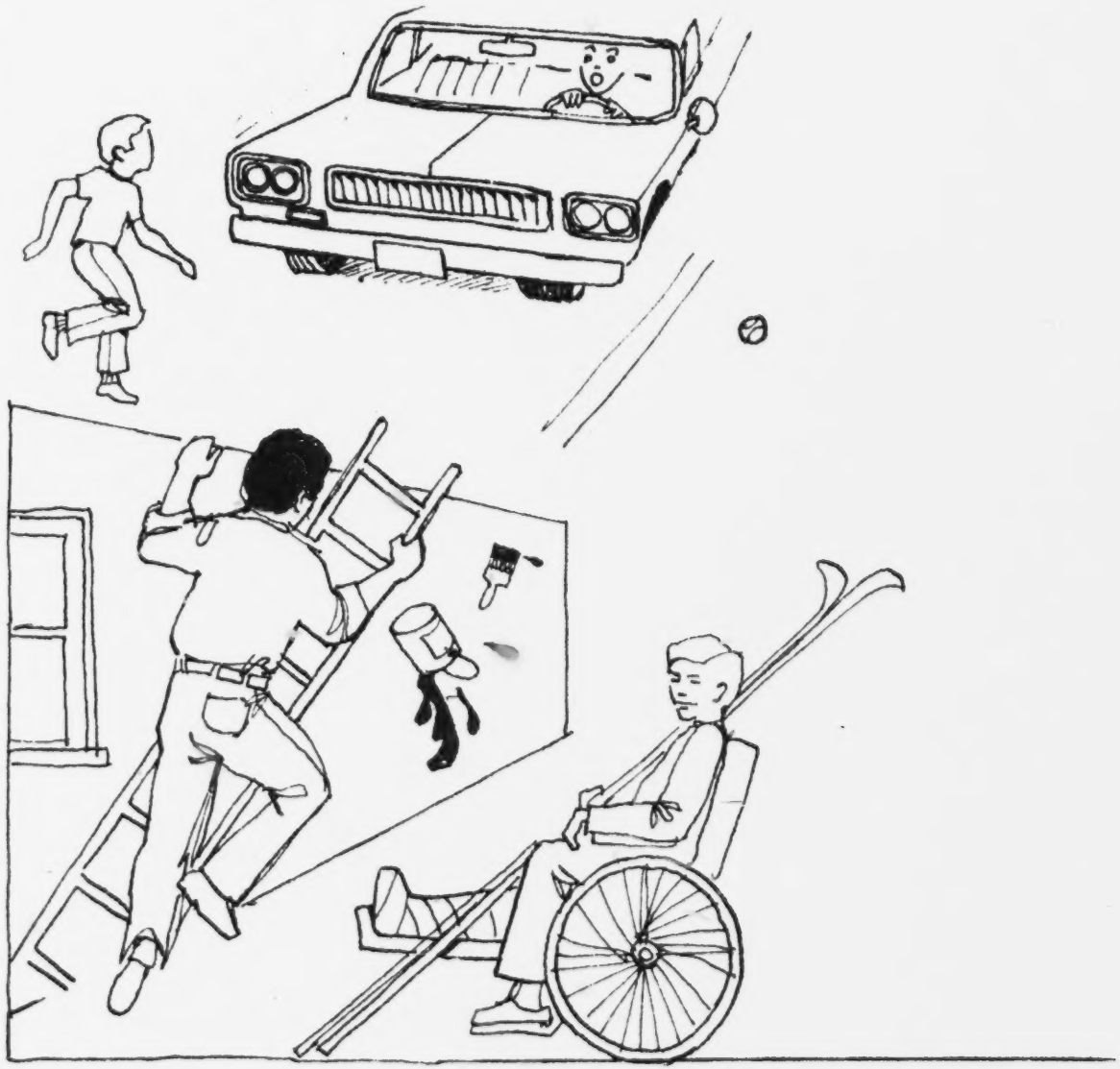
CORRELATE WITH UNIT ON DRUGS.

WORLD HEALTH

CONCEPT

TO UNDERSTAND THE ROLE OF THE AMERICAN STUDENT IN HELPING OTHER CHILDREN IN THE WORLD

USE THE UNICEF FILM (SHOWN AT HALLOWEEN) AS A VEHICLE FOR DISCUSSION WITH STUDENTS AS TO HOW THEY CAN HELP OTHER CHILDREN THROUGHOUT THE WORLD.



SAFETY

CONCEPT: TO UNDERSTAND THAT INDIVIDUAL BEHAVIOR CAN AFFECT THE SAFETY OF OTHERS.

Discussion Highlights	Activities	Resources
FIRE: Children can play an important role in fire prevention. Prevention is the key to fire safety. Every home can work out a plan for escape in the event of a fire.	At home work out a plan with parents on how to escape in the event of a fire. Compare the similarities and the differences of the various plans submitted by the students. Discuss them in relation to the type of house, the number of people in the family, the ages of the children, etc.	Film See a pin and Donald Duck's survival plan. (Available from the Fire Marshall's office - see nurse-teacher)
WATER: How will the application of water skills protect us and those around us?	Have the students compile a list of as many water skills as they can think of, i.e., swimming, diving, water skiing. Have them list one safety rule for each skill mentioned.	Filmstrip FS 1321 Pool pals. With cassette.
ENVIRONMENTAL: Stress the importance of obeying and following safety rules. Include: The procedures to follow while waiting for, riding on and getting off the school bus.	Have a bus drill using the emergency exit on the bus.	
What are some of the safety rules we must observe as pedestrians?	Have the students report on safety hazards they have observed.	Filmstrip FS 1330 The short cut. With cassette.
What are some safety factors that should be observed while walking to and from school?	Have the children draw a map of the safest pedestrian route to and from school.	

Include:
- not speaking to strangers
- not accepting rides from strangers
- not accepting gifts such as candy, ice cream or toys from strangers

How will the behavior of children in an auto affect the driver?
Include:
- loud talking
- arguing
- moving about

What is the purpose of seat belts?

Why is it important to wear them at all times?

Demonstrate what happens to the passengers when a car in motion stops suddenly:
1. with seat belts
2. without seat belts

BUS DRILL: As a matter of policy, teachers will be asked to participate in the bus safety program each year on each grade level.

— Filmstrip
FS 1329 The ride home.
With cassette.

FIRST AID

CONCEPT: TO UNDERSTAND THE IMPORTANCE OF KNOWING WHAT TO DO IF SOMEONE IS INJURED.

Discussion Highlights	Activities	Resources
What should we do if someone is injured and no adult is present? Include: keep calm contact nearest neighbor do not move the person until the extent of the injury is evaluated.	Make an "Important Numbers" card to be attached to the home telephone. Include: Fire Department Police Department Poison Control Center Family Doctor	
Everyone should know how to call the Fire Department, the Police Department, the Family Doctor and the Poison Control Center.		
Why should all injuries be checked by an adult? Stress the fact that injuries may range from minor to major. Appropriate treatment is necessary according to the type and the extent of the injury.	Set up a role playing situation in which someone is hurt and is in need of help. Discuss and evaluate the possible alternatives.	Picture P 220 Simple first aid.

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BOOKS

Adler, Irving. Your ears. Day, 1963.

Branley, Franklyn. High sounds, low sounds. Crowell, 1967.

Craig, Hazel. Secrets to share. Denison, 1963.

Gilbert, Miriam. Karen gets a fever. Lerner, 1961.

Leaf, Munro. Health can be fun. Lippincott, 1943.

Rowland, Florence. Let's go to the hospital. Putnam, 1968.

Schloat, Warren. Your wonderful teeth. Scribner, 1954.

Weber, Alfons. Elizabeth gets well. Crowell, 1970.

Wolff, Angelika. Mom! I need glasses. Lion, 1971.

AUDIO-VISUAL MATERIALS

FILMS

F 455 The people shop. Aspect IV, 1972.
See a pin, Donald Duck's survival plan. Available from the Fire Marshall's office of Nassau County.

FILMSTRIPS

FS 987 The ears. (Introductory physiology series) McGraw, 1951.
FS 1008 How our eyes see. (Light and eyes series) Filmstrip House, 1960.

This is you series. Britannica, 1958.

- FS 1010 You and your ears.
- FS 1011 You and your eyes.

FS 1202 Drugs can be dangerous. With record/cassette. Cathedral Films, 1971.

Questions about health series. With records/cassettes. Britannica, 1968.

- FS 1304 Learning about our ears.
- FS 1305 Learning about our eyes.

Teaching children safety series. With cassettes. Educational Activities, 1967.

- FS 1326 The paper clip.
- FS 1321 Pool pals.
- FS 1329 The ride home.
- FS 1330 The short cut.

AUDIO-VISUAL MATERIALS (continued)

TRANSPARENCIES

TR 134 Basic food groups. (Foods and your health series) Millikin, 1969.

PICTURES

P 220 Simple first aid. (Good health ideas series) Society for Visual Education, 1972.
What we do day by day. National Dairy Council, 1969. Available in all school libraries.
Study print 3
Study print 5
Study print 11

EQUIPMENT

Decible meter - Available from I.M.C.